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ABSTRACT

Claiming that staff development is a new concept that is not well-defined or understood by college administrators, this paper proceeds to define the concept in terms of organizational renewal theory, and present a model useful in planning, organizing, and analyzing staff development activities, programs, and processes in community colleges. A review of background literature stresses the concept of staff and organizational development as a planned, system-wide, educational activity designed to provide the organization with an on-going capacity to renew itself. The model follows in both tabular and descriptive forms and consists of four dimensions that should be outlined for any development program: (1) the purpose or need for the program, (2) the focus or goals of the program, (3) the mode of operation, that is, at what level the program is directed, and (4) strategies or methods which will be used to accomplish the renewal program. Each of these general dimensions is elaborated by specific variables that further explain each dimension. A detailed illustration of the use of the model for planning staff development is included and specific activities are listed that may be undertaken by a practitioner who desires to implement a similar program. (DR)

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STAFF DEVELOPMENT:

AN ORGANIZATIONAL SKILL FOR SURVIVAL

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INTRODUCTION

This paper is concerned with staff development in the community college.

Staff development, a relatively recent term used to describe on-the-job training, has received increasing attention in recent years, particularly since 1960, years when accountability, systems theory, program evaluation and nonpunitive grading in community colleges were considered positive directions toward the future. Yet it is a concept that is not well defined, integrated, or understood.

Therefore, the purpose of this paper is to (1) define the concept in terms of organizational development or organizational renewal, and (2) to present a model that is useful in planning, organizing, and analyzing staff development activities, programs, and processes in community colleges.

The unique orientation or dimension of the model presented is toward providing the organization with the ability or skill to effectively cope with its changing environment. Thus the model provides the organization with a skill for survival.

THE IMPORTANCE OF STAFF DEVELOPMENT

We live in a world of constant change a world in which the rate of change is continually increasing. In a rapidly changing environment such as this, every individual and every organization must change to remain viable, to continue functioning. Even to maintain the status quo, every individual and organization must change. An individual or organization that does not change at least as fast as its environment eventually ceases to exist, that is, it becomes extinct, as is well illustrated by the now extinct prehistoric animals and ancient civilizations. It is self-evident, therefore, that change is essential to every living, continuing organization.

One of the changes that every individual and organization undergoes sometime during its life is growth and development. In addition, most individuals and organizations also undergo revitalization sometime or several times during their life. To grow, develop, and/or revitalize involves an even greater amount or faster rate of change, than is required to maintain the status quo, or equilibrium with the environment. It requires the individual or organization to change at a rate much faster than change in its environment. As a result, rapid change is characteristic of most viable, functioning organizations and individuals.

One of the greatest and most critical resources for change within most organizations is its staff or employees. This resource for change is even more important in a labor intensive organization such as a community college. As a result, staff development is one of the most important, if not <u>the</u> most important resources that a community college has to cope with change in its environment, to remain viable and functioning, and to grow, develop, or revitalize. The reduction of professional mobility both within and among institutions since

1970 has contributed to the demand by college faculty and administrators for more effective programs designed to facilitate dynamic and up-to-date programs and approaches to post-secondary education. Staff development, therefore, becomes one of the significant "Skills for Survival" that a community college has at its disposal. And so staff development is one of a community college's most important activities.

THE CONCEPT OF STAFF DEVELOPMENT

The need for staff development now seems to be part of the "conventional wisdom" of most community college administrators in North America. Much has been written recently about staff development -- the need for it, methods and guidelines for the development and implementation of activities and programs, but a thorough review of the literature indicates that definitions of staff development vary widely and are totally inadequate. Thus, as Hewett (1972:41) notes, "everybody is in favor of it but nobody has clearly indicated what they mean by it."

DEVELOPMENT OF THE CONCEPT

In-service Education vis-a-vis staff development

Good, in the Dictionary of Education (1973: Third Edition) makes a clear distinction between in-service education and staff development, using the latter term to define all methods of development including recruitment and selection, to provide the best possible staff. Few authors make this distinction. Most use the terms synonymously as I do, staff development being simply a new term for in-service education. Thus for the purpose of this paper, the term staff development is used exclusively to refer to in-service education, and all other terms describing job-related educational activities in which an employee is involved while on-the-job.

Staff Development as Planned Change

Many of the early writers about in-service education referred to in-service education as "planned activities" during the service or employment of the individual(s) involved, which have as their purpose the development of the individual, the program, or organization. Corey (1957:1) in the introduction to Chapter One of the Fifty-Sixth Yearbook of the National Society for the Study of Education suggests that:

> ... attention in in-service education is centered upon planned programs in some contrast to the various activities in which teachers and others might independently engage in order to improve themselves.

In a similar manner, Harris (1969:16-19) notes that "in-service education is a process of planned change" and clearly distinguishes it from organizational drift.

> ... historical events, environmental events, maturation of people and programs, innovations, new and obsolescent buildings, and other cause-effect chains in progress at a point in time (which) will result in an altered state at a later time.

This emphasis upon staff development as a planned, structured program is the focus of several recent authors also. For example, Hewett proposes (1973:41) that we regard in-service training as "... any structured educational experience undergone by a teacher-in-service." Similarly, O'Banion (1973:29) defines staff development as "... a program consciously undertaken and carefully planned to help all members of the college community realize their potential."

From Individual to Program Development Emphasis

Historically, a major thrust of most staff development activities was towards the completion of preparation or pre-service programs. For example, Tyler (1971:13) suggests that over the past 125 years, the major emphasis in in-service education was "remedying gross deficiencies in the pre-service

preparation of teachers." Therefore, almost the total emphasis during that period was upon "the individual". He notes, however, that one of the major changes in the purpose of in-service education since 1930 has been"... to aid the school in implementing new educational programs by helping teachers acquire understanding, skills, and attitudes essential to the role they are to play in the new program" (1971:14).

The need for in-service education as a method for implementing new programs is a major concern in the community college as O'Banion (1972:101) notes:

> ...With increasing new developments in curriculum, instructional technology, organizational patterns, facilities, and equipment, and teaching-learning styles, ... it is imperative that staff in the community college have opportunities to learn about and to adapt these innovations to their situations.

He further notes that "in-service education should be strongly supported because it provides the best opportunity for community-junior colleges to renew and expand their programs" (1973:19). In another publication, he suggests that "improved personal development leads to improved program development" (1972:102).

A survey of Florida Community College faculty and administrators in 1974 indicated that "of sixteen competencies listed, highest priority in terms of need for staff development activities was given to student instruction and instructional effectiveness" (Wattenberger and Carpenter, 1974:30). Zion and Sutton (1974:41-42), however, note that "curriculum development and student, faculty and administrative development cannot be separated from one another." They suggest, therefore, that programs for staff development should resemble in purpose, planning and procedure the best teaching-learning models for student development. This suggests that staff development may be seen not only as a method or process of educational progarm development, but also as an educational program in itself.

Staff Development as Organizational Development

Some recent definitions tend to place major emphasis upon the individual in the organization or the individual vis-a-vis the organization. For example, Giles, keynote speaker at a College Administration Project Workshop in 1972, identified the needs and reasons, the objectives, and the expected outcomes of staff development almost totally in terms of improving the relationship between the staff and the institution, and in terms of improving the achievement of the institution's goals. One of the reasons for staff development that he noted was "to create situations and understandings whereby an individual can best achieve his personal goals by directing his efforts toward the objectives of the institution" (1972:7). One of the significant objectives of staff development he noted was "to provide an opportunity for discussing relationships between individual goals and institutional goals" (1972:8). And, an expected outcome of staff development he noted was "that by providing institutional frameworks within which to work, the individual will be freed to be creative" (1972:9).

In a similar way, Zion and Sutton (1973:42) suggest that staff development is "... an interactive process whereby individuals explore beneficial relationships with the organization" and "... the planned allocation of resources based on individual interests and institutional goals." Parsons (1974: 231) suggests that since development has succeeded growth (in enrollment and consequently staff numbers) in the community college, staff development must become "... a process of defining and developing commitment to institutional goals while maintaining individual vitality and stimulation."

That this is increasingly becoming a focus of staff development is illustrated by several recent articles. Richardson in discussing staff development (1975:303), noted that "college administrators need to understand staff development as an integral part of the total process of organizational development."

Organizational development (as is explained in the next section) is the name being applied to total-system, planned change efforts for coping with the changing conditions organizations face today.

Berquist and Phillips (1975:177) suggest that:

> *... faculty development must give serious attention to the impact of change on the faculty member himself and on his institution. Organizational and personal development thus becomes essential to faculty development. It is only through such a comprehensive approach that efforts toward improvement can have lasting impact.*

Much of the interest in developing the organization through staff development no doubt has come about in the community college not so much by an advancement of the theory and practice of staff development as by necessity, necessity created by steady state or declining enrollments and finances, reduced faculty mobility and increased demands for accountability coupled with the view of the community college as a dynamic, innovative institution. As Richardson suggests that:

> *If we are to achieve institutions responsive to the new concerns of the seventies, we must find ways of changing the beliefs and behaviours of existing staff members. The concept of staff development within the context of organizational development points the way to a process which can remove much of the guesswork about how to proceed (1975:310).*

The capacity of an organization to revitalize or renew itself has been termed "organizational self-renewal".

Organizational Self-Renewal

In developing the concept of the self-renewing organization, Williamson (1975:357-58) notes that while:

> *... the bureaucratic form of organization can claim major responsibility for the dramatic individual or social gains in living standard that this country has experienced during the past century ... one of the most severe weaknesses of bureaucratic organizations has always been their inability to deal flexibly and appropriately with change.*

Yet it was the efficiency, effectiveness and stability of bureaucratic organizations that resulted in the tremendous development and change that is characteristic of our society today. And so the use of bureaucracy has led to its own demise.

William (1975:358-59) further notes, however, that:

> *... accelerating change in our society has not only brought on the growing realization of the dysfunctional characteristics of bureaucracies, but has advanced new concepts of organizational health ...*

This concept of organizational health is similar to that developed by Clark (1969:282) in which a healthy organization is defined as one in which two basic but diverse requirements are met -- maintenance of the status quo and growth.

Organizational status quo (or dynamic homeostatic stability) as will be noted later, is maintained largely through the organization functioning at the levels of operation and regulation. To do so, the organization must effectively and efficiently carry out the responsibilities and activities for which it was established. Change is accomplished only through the adjustment of behaviour within the established organizational structure.

Organizational growth is the result of the organization functioning at the levels of learning and consciousness. This is accomplished through the organization responding positively to conditions in its environment. The capacity of an organization to grow, therefore, is determined by the internal variety available to the organization and the flexibility with which that variety can be mobilized, and the organization's openness to its environment.

Growth requires the crossing of traditional boundaries separating insiders from outsiders, one's own group from other groups. It means an expanding network of outside relations, a readiness to contact foreigners, to take into the organization their ideas, language, products; and to give or send out to foreigners one's own ideas, products and personnel.

The internal variety of an organization rests primarily with its human resources, which must be released, developed, and related to each other in ways that are consistent and appropriate for open systems.

It is at this level that the critical role of in-service training is tied to the congruence that must exist between personal and organizational growth. In-service training, therefore, not only develops internal variety, but also increases the organization's capacity to deal with its environment. Thus, organizational self-renewal is brought about largely through staff development.

NEED FOR AN INTEGRATING FRAMEWORK

One of the major reasons for a lack of information and research on staff development seems to be the lack of an appropriate conceptual framework. An extensive review of literature and research by Denemark and MacDonald (1967: 233-47) noted that (1) research on in-service education was disappointingly scanty, (2) it was almost impossible to identify the theoretical basis of most of the reported studies in the research literature, (3) the lack of an integrating framework has resulted in an obvious divorce of theory and practice, and (4) the state of in-service education appears to be largely a reflection of the state of pre-service education.

While this situation has begun to change as is evidenced by the models for staff development developed by Bergquist and Phillips (JHE, 1975:177-211), Toombs (JHE, 1975:701-17), and Richardson (JHE, 1975:303-11), there is still need for a total integrating framework for staff development.

BACKGROUND TO THE MODEL

Introduction

Conceptualizing staff development as was done in the earlier part of this paper, as a planned, system-wide educational activity designed to provide the organization with the capacity to renew itself through the development of its' staff on a continuous or on-going basis, leads to the identification of four major bodies of literature. These four bodies of literature include those relevant to (a) organizational development, (b) organizational renewal, (c) educational program development, and (d) planned change. Each of these is discussed in the following section as basic concepts.

Basic Concepts

Organizational development was defined by Beckhard (1969:9) as:

> ... a planned organization-wide effort, managed from the top, to increase organizational effectiveness and health, through planned interventions in the organization's processes, using behavioural-science knowledge.

In other words, organizational development or OD as it is commonly called, is a long-term planned educational strategy designed to change the whole system. The changes that are sought are directly related to the exigencies or demands with which the organization is trying to cope. These exigencies or demands have been identified by Bennis (1969:12) as:

a) problems of destiny, identity, growth, and revitalization,

b) problems of human satisfaction and development, and

c) problems of organizational effectiveness.

The needs which staff development activities address can be readily classified according to these three categories. As a result, the three categories of needs are used as one dimension of the conceptual model.

One of the more recent and most complete conceptualizations of <u>organizational self-renewal</u> is that developed by Williamson (1975) in which he describes the activity of a self-renewing organization in terms of "levels of functioning" or "levels of inquiry". Williamson suggests (1975:362) that:

> ... an inquiring organization can be thought of as deliberately and effectively functioning on four interdependent levels: the level of <u>operations</u>, and three higher [illegible] 'inquiry levels' of <u>regulation</u>, <u>learning</u>, and <u>consci[illegible]ss</u>.

The <u>level of operations</u> is the basic level at which the organization carries out the activities for which it was established. The primary function of the <u>level of regulation</u> is to monitor activities of the operations level and to make adjustments in the operations (i.e., within the organization) based upon feed-back with reference to the established goals of the organization.

The <u>level of learning</u> is the level at which the organization is able to "... restructure itself, reorganize its priorities and to change its organizational goals on the basis of information both from within and outside the organization."

(Williamson, 1975:367). The purpose of these changes is to maintain the capacity of the organization to accomplish its mission, to achieve its goals.

The levels of operations, regulation and learning provide the capacity of the organization to remain internally viable and dynamic in a changing environment, but does little to protect the organization from becoming irrelevant and obsolete in a changing world. This occurs at the level of consciousness. The level of consciousness allows the organization to constantly define and redefine, or create and recreate its role in society. The key criterion is the organization's capacity to remain relevant to the society in which it operates.

One of the most significant contributions of this description or delineation of organizational self-renewal to the understanding of staff development is the identification of four levels of activity within the organization, four levels at which staff development could take place. These four levels of functioning are thus used and identified in the model as the Focus.

Numerous individuals have studied, researched, and written about educational program development. The result of this activity has been the identification of four major dimensions of educational programs, namely:

1) *a statement of objectives or goals,*
2) *an integrated body of knowledge,*
3) *a delivery system, and*
4) *a system of evaluation.*

Blaney, in a paper presented at the International Symposium on Program Development (Vancouver, B.C., 1974) noted that "... while a goal centered program development is not restricted to who determines the program goals, it is a significant curriculum question." He, therefore, identified three different patterns of curriculum development based upon the locus of the

curricula decision-making authority. The three modes of program development or operation are presented in Table 2 following.

It is evident from this table that the model presented provides a useful method of distinguishing many important aspects of any educational program. Since staff development was defined as an educational activity, the mode of program operation is used as one dimension of the model.

Table 2

MODE OF PROGRAM OPERATION

Program Variable	Institutional MODE	Membership MODE	Autonomous MODE
Authority	External	Shared	Internal
Objectives	Pre-determined	Jointly determined	Self determined
Content	Disciplies or subjects	Problems or themes	Interests or concerns
Teacher Role	Director of learning	Facilitator of learning	Consultant
Learner Role	Dependent	Interdependent	Independent
Methods	Teacher Centered	Group Centered	Individual Centered
	Product Oriented	Process Oriented	Performance Oriented
Evaluation	Formal Summative Norm referenced	Semi-formal Group referenced	Informal Formative Self-referenced

Adapted from: Blaney, Jack, "Program Development and Curriculum Authority," in Program Development in Education, edited by Jack Blaney, Ian Housego, and Gordon McIntosh, (Vancouver, B.C.: Education-Extension, Centre for Continuing Education, The University of British Columbia, 1974: pp. 2-24).

A fourth body of literature that contributes to an understanding of staff development is that relevant to planned change. Planned change was defined by Bennis, Benne, and Chin (1969:4) as "... a conscious, deliberate, and collaborative effort to improve the operation of a human system, ... through the use of scientific knowledge.

Three strategies of planned change proposed by Havelock (1972:54-96) were problem-solving, social interaction, and research, development, and diffusion.

Problem solving involves a paterned sequence of activities in which the client develops alternate solutions to a problem after the need is identified by himself/herself. The need is translated into a problem statement which enables the client to conduct a meaningful search and retrieval of ideas and information which can be formulated into a solution; an innovation which can be tried and evaluated, and if appropriate, adopted. Resources within the system are extensively used with the user adopting the self-initiated and self-applied innovation. Derivative strategies include action-research, human relations laboratory, role-playing, group observation, and synectics.

Social interaction is a strategy whereby a potential client is made aware of an innovation, usually in the form of a practice or procedure, or a new discovery or development. If the innovation is to be adopted, awareness is followed by information seeking, evaluation, trial, and adoption. Clients are made aware of an innovation through travel and visitation, discussion, reading, and the like.

Derivative strategies include natural diffusion, network building (information systems), multi-media approaches, mass media dissemination, and prestige suggestions.

Research, development, and diffusion strategies involve the evaluation, systematic reshaping and packaging of activities, methods, processes, or programs by the originator or change

agent in a form that ensures benefit to users and which eases diffusion and adoption. The client, while passive in this initial phase, is assumed to be rational and thus will accept and adopt an innovation if it is offered to him in the right place, at the right time, and in the right form. Derivative strategies include the development of high performance products, information system building, administered and legislative change, and system analysis.

Since staff development was conceptualized in this paper as a planned change effort, these three strategies for bringing about change are used as the fourth dimension of the model.

THE MODEL

Development of the Model

In developing the model, an attempt was made to identify and use discrete dimensions, each of which would contribute significantly to the understanding of staff development. This was not possible, thus some overlap occurs. Nevertheless, each dimension was selected on the basis that it contributed enough new insights to the understanding of staff development to warrant its use. Therefore, only those dimensions were selected that contributed significantly to the understanding of staff development as conceptualized earlier in this paper.

The model which follows is based upon four bodies of literature, namely those relevant to:

a) organizational development
b) organizational self-renewal,
c) educational program development, and
d) planned change.

The model is presented in both tabular (Figure 1) and descriptive forms. In Figure 1, the primary focus of each dimension of the model is identified in one or two words, and the variables of each dimension listed.

DIMENSION ONE: NEEDS

The starting point of almost any educational activity or program is the identification of the need for the program or the needs the program will meet or address. The need for staff development in an educational institution can be grouped into three categories or classes, (identified by Bennis, 1969:10-17), namely:

a) *organizational, that is: needs relative to destiny, identity, growth and/or revitalization,*

b) *membership, that is: needs relative to human satisfaction and development, and*

c) *program, that is: needs relative to organizational effectiveness or goal attainment.*

Organizational needs. Destiny needs refer to those related to the identification of the specific goals or purposes of the organization. Identity needs refer to those that relate to an organization as a separate unit or function in society. Staff development activities designed to fulfill destiny and identity needs would include seminars and the like on such topics as "the idea of the community college" or "characteristics and functions of the community college in society," and "serving the adult learner through continuing education" or "the meaning of life-long learning."

Growth needs result from the increase in size or complexity of the organization. The very rapid growth in number, size (enrollment) and complexity of the community college over the past twenty to twenty-five years in Canada has created many staff development needs; needs for more and better educated staff, need for staff with a greater diversity of competencies and need for new techniques or methods of both instruction and

administration. Revitalization refers to those staff development needs that result when an organization fails to grow and develop, where the organization has the need to redevelop, renew, or revise its goals, program or organizational structure.

Membership needs. The second need for staff development was identified as membership needs, needs relevant to human satisfaction and development. One type of satisfaction would be job satisfaction, which results, in part at least, from a congruence between the employee's expectation for his job and expectations held by the institution for the employee (that is: his or her job description). Human satisfaction may also result from a feeling of accomplishment, a feeling of purpose or a feeling of individual worth. Satisfaction may be the result of personal growth and development; the acquisition of greater cognitive or psycho-motor skills or competencies. In the community college, these membership needs may be identified as the need for acquiring greater human-relation skills, the need for a voice in program planning, the need for improving teaching skills or techniques, or the need for opportunities to do reading, attend conferences or travel to broaden the individual's understanding of the world in which he or she lives and works.

Program needs. The primary purpose of every post-secondary educational institution is to graduate competent potential employees or entrepreneurs. This is accomplished through the student participating in the educational program, course of studies, or curriculum of the institution. In most community colleges, the course of studies or curriculum for each career area or career cluster is developed by the instructional and administrative staff members of the institution, sometimes working in cooperation with potential employers or representatives of the careers in question. Since the community college

DIMENSIONS		VARIABLES	
1)	Need	a)	Organizational (destiny, identity, growth, revitalization)
		b)	Membership (human satisfaction and development)
		c)	Program (organizational effectiveness or goal attainment)
2)	Focus	a)	Operations
		b)	Regulation
		c)	Learning
		d)	Consciousness
3)	Mode of Operation	a)	Institutional
		b)	Membership
		c)	Autonomous
4)	Strategy/Method	a)	Problem solving
		b)	Social-interaction
		c)	Research, development and diffusion

Figure 1

Analytical Framework

movement is relatively new in Canada, its educational programs are also frequently new and in the process of development. Therefore, since each college must develop its own curriculum, there is a need in the college for staff who are knowledgeable about and competent in curriculum development. Thus, the third category of staff development needs was identified as program, that is: those needs relating to developing and implementing educational programs that will improve organizational effectiveness or goal attainment.

Staff development activities relative to this category of needs would include those designed to help staff understand and make provision for new career opportunities and the changing nature of the world of work of college graduates; understand and make provision for the needs and characteristics of a very diverse group of students which they serve; and develop alternate approaches to program content and course scheduling; so the purposes or goals of the institution may be more fully achieved.

DIMENSION TWO: FOCUS

Staff development activities can occur at or be directed toward four levels of functioning within the organization, namely: operations, regulation, learning, and consciousness.

At the level of operations, staff development activities are directed toward maintaining stability and reliability in the organization. Included are activities such as the orientation and induction of new members into the organization and up-grading and up-dating the competence of older staff members relative to their changing roles in the organization or their role in a changing organization. (e.g., in the community college, this might include workshops on teaching technique, study relative to academic specialty, and professional reading). The emphasis at this level is upon familiarizing staff with what the organization is and what it does, or is doing, rather than with what it should or could be doing.

The primary function of the level of regulation is to maintain activities of the operations level. Thus, staff development at the level of regulation would include activities directed toward creating the capability within the organization to address novel or non-routine problems and to take advantage of changes in technology and knowledge. Included would be seminars, workshops, and courses directed toward providing staff members with new methods, new tools, and new knowledge with which to accomplish their role. In the community college, this would include staff development activities on topics such as new instructional methods, making use of new hardware and software useful to the organization, (e.g., digital computers, A/V equipment), new approaches to curriculum development and organization (e.g., DACUM[3] approach to curriculum design), and alternate forms of organizational structure directed at improving the problem solving capacity of the organization.

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[3] DACUM, an acronym for Designing a Curriculum is an approach popularized by Holland College, Charlettetown, P.E.I. in the early 1970's.

At the level of consciousness the organization monitors itself and its mission in relation to the changing needs of society. Thus staff development activities at this level would be directed toward defining, redefining, or creating a new role for the organization in society. In the community college, this would include staff development activities on topics such as "the idea of the community college", or "the role of the community college in adult education."

The examples of staff development activities or processes used in the preceding sections would suggest that any one activity might well be directed toward or involve more than one level of functioning, depending upon the approach used. Thus, to determine at what level the activity is directed, a review of the content, agenda or programme of the activity is necessary.

DIMENSION THREE: MODE OF OPERATION

A staff development program or process can be seen as functioning in any one of three modes, namely: institutional, membership or autonomous. These three modes of operation are contrasted in Table 2 (page 13).

The institutional mode identifies a program in which the authority is external, that is where those responsible for operating the community college stipulate the program, determine the program objectives, content and method, prior to its commencement. In the institutional mode, the teacher is the expert, the director of learning, the dispenser of knowledge, the learner is the recipient of knowledge, passive, and dependent on the teacher. The objectives of the program are phrased in terms of something observable which the student will do. The program content is organized according to subjects or disciplines. The method of instruction is teacher centered and product oriented and evaluation is usually formal and norm-referenced. Typical staff development activities included in this mode would be many university courses and formal workshops and seminars, where the objectives are determined prior to the instructional situation by an individual

or group outside the participant group, and where each course or seminar is presented by a resource person, keynote speaker or other expert. In many such cases, the participants are passive or dependent upon the resource person or keynote speaker for the conduct of the total activity.

Authority for program development and operation in the membership mode is shared between the teacher and the learner. Objectives are jointly determined and the content is organized according to problems or themes. The role of the learner is that of a member rather than a student. Thus, the instructional method is group centered and process oriented. The teacher is a facilitator of learning, a resource person. Evaluation is semi-formal and group-referenced.

Staff development activities that would belong to the membership mode would include the semi-formal workshops, seminars and conferences, staged by professional associations, staff associations, and the like, where the participant group collectively determines the objectives for the activity, some of which may evolve during the process of the seminar or workshop, and interact with each other as well as the resource person in arriving at the solutions or conclusions to the problem under study, and in evaluating the results or success of the activity.

In the autonomous mode of staff development, authority is internal to the program, the learner being the authority in determining objectives, content, method and effectiveness of his learning. The learner is independent and active in the learning process. The teacher or teachers act as consultant(s). The program content is organized according to the learner's interests or concerns and the method of instruction is individual-centered and performance-oriented. That is, the individual learner chooses the method of instruction he or she thinks most appropriate. Evaluation of achievement is informal and self-referenced.

Examples of staff development activities that would belong to the autonomous mode would be professional reading, travel, and visitation.

DIMENSION FOUR: STRATEGY/METHOD

Staff development was defined in this paper as a program or process of planned change; change that would result in or create a self-renewing organization. Ingram (1974:75) suggests that one of the most productive vantage points from which to examine the change phenomenon is to focus upon the strategies used. Thus, the focus of this dimension is upon the strategy(ies) used by the organization to facilitate the development of its self-renewing capabilities through staff development.

The first strategy or method for staff development identified was problem solving. Problem solving staff development activities include workshops, seminars, conferences, and courses designed to meet specific needs or solve "problems" identified by the participants. In a community college this might include a seminar or workshop on new teaching techniques, the use of computer assisted instruction or evaluation, or a conference on new information relative to the area of academic responsibility of the participant.

The social interaction strategy or method of staff development would involve travel to gather information or acquire new knowledge and structured or unstructured visitation (having coffee with or discussing topics of mutual concern) with individuals or organizations involved in similar activities to those of the participant. As an example, a community college instructor might visit another college or another department within his or her college to discuss student evaluation methods or teaching techniques, and the like.

Use of the research, development, and diffusion strategy involves staff keeping up-to-date or acquiring new knowledge and skills through reading, formal study, or research. An example of a staff development activity in a community college, using this strategy, would be a follow-up study of graduates to assess the merits of the program and instructional methods used by the staff, etc.

While the above suggests that each staff development activity involves only one strategy, this is not genera-ly the case. Most staff development activities would use or involve all three strategies.

USE OF THE MODEL

During the development and explanation of the model, a number of examples of staff development activities in a community college were used to illustrate each dimension and several of the variables. A more detailed illustration of the use of the model for planning staff development programs is given in Table 3 following.

Within the dimension "Needs" the titles of a number of staff development activities are identified. Opposite each of the other dimensions an indication of the focus, mode and method of operation of the activity is given.

In reviewing this table, it will be noted first, that numerous types of staff development activities could be planned for each need - organizational, membership, and program. Even within one type of activity, e.g., seminar/workshop, a large number of different staff development activities can be planned to address any one need.

For example, if there were a need relative to organizational identity or destiny, a seminar or workshop would be planned on "The idea of a college", "goals of a college", " the role

of a college", the community service dimension of a college", etc. etc.

If the college were new, each of the seminars could be planned to acquaint or inform college staff with the basic roles and purposes of colleges. If the college was well established, but wished to enlarge its role, the seminar could focus on additional roles, goals, or purposes of the community college.

Second, it will be noted that any one staff development activity may have several foci, each depending upon for whom the activity is planned and the conditions that exist within organization (college) at the time of the staff development activity. For example, the seminar on "The Idea of a College" can focus upon the level of operation for new staff, and upon the level of learning or even consciousness for more experienced staff, yet the content could be the same for both focuses.

Thirdly, the mode of operation can also vary according to whether the attendance is required, expected, or optional. And Fourthly, the strategy used will depend in part upon the partipants purpose for attending the seminar. Participants who have a specific need may use the problem solving approach, while those with just a general interest may use largely the social interaction approach.

TABLE 3

TYPE OF STAFF DEVELOPMENT ACTIVITY

DIMENSION & VARIABLE	SEMINAR/WORKSHOP	FORMAL STUDY	RESEARCH	TRAVEL/VISITATION
1. Need				
a) Organizational	"The idea of a College"			Tour of Community Colleges in the U.K.
b) Membership		Teaching Techniques		
c) Program			Follow-up Study of Graduates	
2. Focus				
a) Regulation	Focus for new staff when starting a new course			To compare our/my method of class organization with others
b) Learning		Focus when presented to experienced faculty		
c) Consciousness	Restructuring an older college		Use to develop new approaches	Are we serving the same clientele?
3. Mode				
a) Institutional	All staff must attend			
b) Membership		Staff member attends course as part of an educational leave		Tour arranged by Faculty Association
c) Autonomous			Undertaken as a result of personal interest	Visit the colleges while on holidays in U.K.
4. Strategy				
a) PS	New staff wants to know what a college is all about			
b) SI	Inforamtion discussion during conference	Some valuable info. gained by discussion with colleagues		
c) RDD	Expanding the role of an Existing college	Develop a term paper on the use of CAI in teaching English as a second language.	The results will provide data to restructure the program	Discuss Colleges with staff over lunch/coffee

EXAMPLES OF THE APPLICATION OF THE MODEL FOR STAFF DEVELOPMENT IN A COLLEGE CLASSIFIED ACCORDING TO DIMENSION AND VARIABLE

(1) NEEDS

(A) ORGANIZATIONAL - THOSE THAT RELATE TO THE FUNCTION OF THE ORGANIZATION

(I) IDENTITY/DESTINY - A SEMINAR ON:

"THE IDEA OF A COLLEGE"

"GOALS OF A COLLEGE"

THE COMMUNITY DIMENSION OF THE COLLEGE

(II) GROWTH - WORKSHOP ON:

PLANNING AND DEVELOPING REALISTIC ENROLEMENT PROJECTIONS

PLANNING A NEW CAMPUS

(III) REVITALIZATION - SEMINAR/WORKSHOP ON:

NEW TEACHING TECHNIQUES

WHATS NEW IN THE COMMUNITY COLLEGE

(B) MEMBERSHIP - ORIENTED TO THE NEEDS OF GROUPS OF STAFF

WORKSHOP/SEMINAR ON:

THE EXECUTIVE SECRETARY

COMPUTERIZED CATALOGUING

EXECUTIVE MANAGEMENT

INTERVIEWING

ROTATING COFFEE ROOMS

(C) PROGRAM - ACTIVITIES DESIGNED TO IMPROVE/INCREASE PROGRAM OFFERINGS

SEMINAR/WORKSHOP ON:

CURRICULUM MODELS

THE CORE CURRICULUM PLAN

GRADUATE FOLLOW-UP STUDY

MANPOWER NEEDS

SUMMARY

The position taken in this paper has been that a sound staff development program is essentially an integrated group of educational activities designed to change the organization so that it may remain viable and functioning in a changing environment, by changing its staff.

The review of background information suggested that a sound staff development program should resemble in purpose, planning, and procedure, the best teaching-learning models for student development; the orientation or purpose of the program always being the organization.

The staff development model presented provides an integrating framework for planning, organizing, and analyzing a staff development program, whose purpose is organizational development and renewal.

The model suggests that a sound staff development program should:

1) relate to one or more of the needs with which the organization is trying to cope,
2) focus upon one or more of the levels of functioning or an organization,
3) operate according to one or more of the modes of organizational development, and
4) make use of one or more organizational change strategies.

The model presented may be used as a plan for a staff development program. It may be used for organizing staff development activities into a coordinated or integrated approach to organizational renewal, or it may be used as a framework for analyzing staff development activities or programs.

As a planning mode, it simply provides a map or plan for developing an integrated set of activities. As an organizing model, it provides a framework for integrating activities, and as an analytical model, it provides a basis for identifying strengths and weaknesses in an on-going staff development program in any organization.

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